

DIGITAL LITERACY, COMPETENCE, AND ORGANIZATIONAL SUPPORT ON MY-ASET SYSTEM EFFECTIVENESS

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Abstract

Digital transformation in institutional asset management requires robust systems and capable human resources. However, the implementation of the My-Aset Management Information System at Universitas Negeri Surabaya has faces challenges related to technical issues and user adoption in the field. This study aims to analyze the impact of digital literacy, digital competence, and organizational support on the effectiveness of the My-Aset management information system. This quantitative study employed a correlational approach using a questionnaire distributed to a sample of 64 asset management staff. The data were then analyzed using multiple linear regression. The results of the statistical test show that digital literacy ($t = 3,530$; Sig. = 0,001) and organizational support ($t = 6,269$; Sig. = 0,000) had a positive and significant impact on the system's effectiveness. Conversely, digital competence showed a significant negative impact ($t = -2,332$; Sig. = 0,023). Simultaneously, the model is explained 75% of the variaance in the system effectiveness ($R^2 = 0,750$). This study concluded that institutional support and basic literacy can enhance effectiveness; however, high levels of technical competence among employees created a perception of inefficiency when the system's infrastructure remained underdeveloped. Consequently, university administrators are advised to prioritize updating the technical features of the My-Aset application to align with the high level of digital proficiency among staff, rather than focusing solely on training.

Keywords: Digital literacy; digital competence; organizational support; managemen information system; My-Aset.

Abstrak

Transformasi digital dalam tata kelola aset institusi menuntut kesiapan sistem dan kapabilitas sumber daya manusia. Namun, implementasi Sistem Informasi Manajemen My-Aset di Universitas Negeri Surabaya dihadapkan pada tantangan kendala teknis dan adaptasi pengguna di lapangan. Penelitian ini bertujuan untuk menganalisis pengaruh literasi digital, kompetensi digital, dan dukungan organisasi terhadap efektivitas sistem informasi manajemen My-Aset. Penelitian kuantitatif ini menggunakan pendekatan korelasional dengan instrumen kuesioner yang didistribusikan kepada sampel sebanyak 64 pegawai pengelola aset. Data kemudian dianalisis menggunakan teknik regresi linier berganda. Hasil uji statistik membuktikan bahwa literasi digital ($t = 3,530$; $\text{Sig.} = 0,001$) dan dukungan organisasi ($t = 6,269$; $\text{Sig.} = 0,000$) berpengaruh positif dan signifikan terhadap efektivitas sistem. Sebaliknya, kompetensi digital justru menunjukkan pengaruh negatif yang signifikan ($t = -2,332$; $\text{Sig.} = 0,023$). Secara simultan, model ini mampu menjelaskan 75% variasi efektivitas sistem ($R^2 = 0,750$). Kesimpulan studi ini adalah dukungan institusi dan literasi dasar mampu mendorong efektivitas, namun tingginya kompetensi teknis pegawai justru memunculkan persepsi inefisiensi ketika infrastruktur sistem masih tertinggal. Implikasinya, pimpinan universitas disarankan untuk memprioritaskan pembaruan fitur teknis aplikasi My-Aset agar selaras dengan tingginya keahlian digital pegawai, bukan semata-mata berfokus pada pelatihan.

Kata kunci: Literasi digital; kompetensi digital; dukungan organisasi; sistem informasi manajemen; My-Aset.

A. INTRODUCTION

The Fourth Industrial Revolution creates a major digital transformation, encompassing the integration of technologies that affect impact every aspect of an organization (Imbar, Supangkat, Langi, & Arman, 2022). Digital transformation is defined as the transformation of systems, work processes, activities, and business practices by utilizing digital technology within an organization (Abou Hashish & Alnajjar, 2024; Shin, Mollah, & Choi, 2023). Digital transformation enables organizations to reduce their environmental impact, optimize the use of human resources, and support a sustainable economy (Milkova, Moldoveanu, & Krcil, 2025). Digital transformation fundamentally changes organizations operations and their culture, aiming to add value to the organization and significantly improve its effectiveness and efficiency (Wang, Mansor, & Leong, 2024). Digital transformation introduces numerous changes to organizations, one of which is the digitization of management information systems in the workplace (Erhan, Uzunbacak, & Aydin, 2022).

A management information system is an integrated technological framework used to manage information by planning, collecting, organizing, utilizing, storing, and distributing it, thereby supporting managerial decision making to achieve the organizational goals (Paul, Ogugua, & Eyo-Udo, 2024;

Ragazou, Passas, Garefalakis, Galariotis, & Zopounidis, 2023). The implementation of information system services integrated from manual to digital processes helps provide workflow clarity, data traceability, and improves user motivation as well as administrative performance (Yoeliyanto, Yulianto, Trihantoyo, Lestari, & Raharja, 2026). Furthermore, The benefits of implementing a management information system include reducing costs, improving organizational efficiency, and providing real-time data to ensure accurate and timely reports for the organization (Al-Okaily, 2024). The importance of management information systems in asset management is becoming increasingly critical, given that an organization's asset management encompasses many aspects, such as inventory, maintenance, borrowing, and asset disposal. Furthermore, providing accurate data and financial reports supports decision-making, enabling organizations to optimize asset investments and strategic planning (Paul et al., 2024). However, the success of the system's implementation is influenced by several factors, such as digital literacy, digital competence, and organizational support, which determine the overall effectiveness of the management information system (Zheng, 2024).

Digital literacy is an essential foundation that enables individuals to use management information systems effectively (Alnasrallah & Saleem, 2022). Digital literacy is the ability to acquire knowledge and comprehend how to obtain, collect, manage, understand, integrate, and evaluate information using digital technology safely and appropriately for work related task (Hariyati et al., 2024; Martínez-Bravo, Chalezquer, & Serrano-Puche, 2022; Satjawisate, Suriyapaiboonwattana, Saramolee, & Hone, 2025). Digital literacy has a direct impact on how individuals use technology, therefore it is identified as a fundamental skill required in the digital age (Nikou, De Reuver, & Mahboob Kanafi, 2022). Without adequate digital literacy, even the most advanced systems cannot be utilized optimally by their users (Lee, Lee, Olson, & Chung, 2010). Digital literacy encompasses the knowledge and understanding required to utilize digital technology to support organization's objectives.

Unlike digital literacy, which focuses on knowledge and understanding of digital technology, digital competence focuses on the application of practical skills and abilities in digital technology. It encompasses a deeper understanding of devices and environments, as well as the appropriate, safe, critical, creative, and integrated use of technology in various real-world contexts (Makhafola, van Deventer, Holmner, & van Wyk, 2025; Spante, Hashemi, Lundin, & Algers, 2018). Understanding digital competencies determines an organization's readiness for digital transformation. Consequently, organizations with the appropriate structure and a digitally competent workforce can enhance productivity and data management accuracy throughout this process (Asif, Yang, & Hashim, 2024). The development of digital competence aims to address the complexities of organizational management and skill development (Trihantoyo et al., 2026). Key factors supporting the development of digital competence include user attitudes, digital infrastructure, and training programs (Rani, Danu, & Himanshu, 2025).

Digital competence refers to the practical ability to operate systems, troubleshoot technical issues, and optimally utilize digital technology features.

Based on a review of previous research, there is a significant correlation between digital literacy, digital competence, organizational support, and the effectiveness of management information systems. This aligns with findings from Qu (2024) which indicated that an organization's digital readiness had a positive impact on the effectiveness of management information systems. Furthermore, digital competence mediated the relationship between digital readiness and the application of management information systems. Organizational support moderated this effect, strengthening the influence of digital competence on system effectiveness. This aligns with findings from Zheng (2024) which indicated that digital competence and digital literacy directly and significantly enhanced the effectiveness of management information systems. Furthermore, organizational support moderated this relationship, strengthening the influence of digital competence on system effectiveness, but did not moderate the relationship between digital literacy and the effectiveness of management information systems.

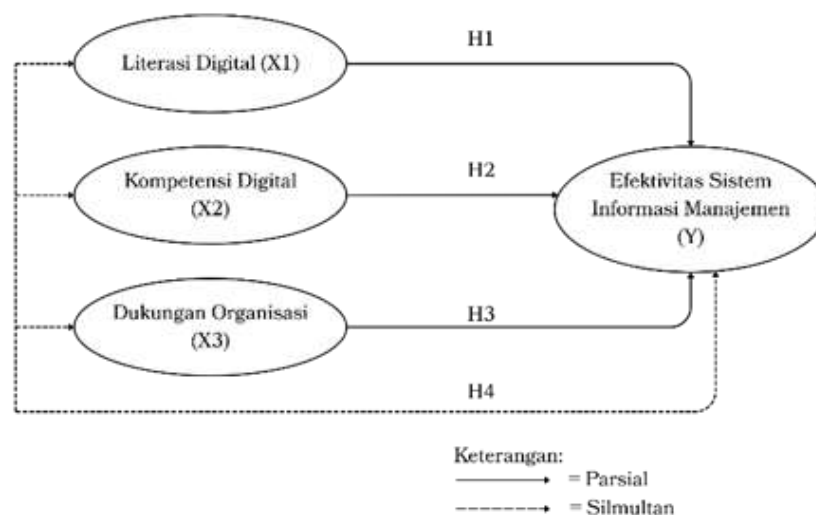
Furthermore, organizational support plays a crucial role in enhancing the effectiveness of implemented management information system. It refers to a broad institutional framework, including policies, strategies, and resources that facilitates more effective work processes. Additionally, it encompasses clear organizational guidelines, infrastructure, technology, and professional development opportunities (Liu & Hu, 2025). Organizational support encourages employees to contribute toward organization's goals. This dynamic stems from a mutually beneficial exchange between the employer and its employees, creating an obligation for the workforce to reciprocate with behaviors that benefit the organization (Peña, Andrade, María Muñoz, & Barba-Sánchez, 2024). Organizational support plays a crucial role in providing training, infrastructure, and fostering a supportive culture. The absence of these factors can exacerbate anxiety and hinder the adoption of management information systems within entity. Furthermore, several studies indicate that without adequate organizational support, new management information systems implementations tends to fail in managing the associated organizational change (Chong, White, & Prybutok, 2001; Naujokaitiene, Tereseviciene, & Zydziunaite, 2015). Organizational support directly reinforces users' confidence in the information system's ease of use. By Providing adequate training and development initiatives, organizations empower employees become more confident and capable of operating the provided systems. Ultimately, comprehensive support fosters a conducive atmosphere that benefits both the entity and its workforce.

Field observations indicate that the implementation of the My-Aset management information system faces several challenges. Digital management information system applications continuously evolve to keep pace with technological advancements. In 2025, asset management staff were required to

adapt to new My-Aset application witch integrated features for facility booking, inventory management, asset operations, auction, and damage reporting assets. A primary obstacle within the asset storage feature, where complex digital coding requirements necessitated assistance from central office personnel. Regarding the digital structure, both central and faculty personnel operate under the leadership of the Central Director of Assets. However, non-digital policies remain autonomous, following each faculty's respective regulations. Furthermore, the leadership style had characterized by a phased approach to digitalization and asset procurement. Creates distinct dynamics within the system's implementation. Employees are promarily tasked with supporting functions, while strategic actions such as asset procurement remain under the authority of leadership. Although the university provides annual training and briefings on new features from the technology support division, and nearly all asset processes are digitized, challenges pesist in field maintenance, which remains manual. Addressing these gaps, this study aims to analyze the influence of digital literacy, digital competence, and organizational support on the effectiveness of the My-Aset management information system among asset management staff at Universitas Negeri Surabaya.

Building upon theoetical reviews and pior research, this study is conducted to examine the influence of digital literacy, digital competence, and organizational support on the effectiveness of the My-Aset Management Information System among asset management staff at Universitas Negeri Surabaya. The conceptual framework and its corresponding hypotheses are presented as follows:

Figure A. 1 Conceptual Framework



Source: Author (2026)

H1: Digital Literacy (X1) has a positive and significant effect on the effectiveness of the My-Aset Management Information System (Y) among asset management staff at Universitas Negeri Surabaya.

H2: Digital Competence (X2) has a positive and significant effect on the Effectiveness of the My-Aset Management Information System (Y) among asset management staff at Universitas Negeri Surabaya.

H3: Organizational Support (X3) has a positive and significant effect on the Effectiveness of the My-Aset Management Information System (Y) among asset management staff at Universitas Negeri Surabaya.

H4: Digital Literacy (X1), Digital Competence (X2), and Organizational Support (X3) simultaneously (collectively) have a positive and significant effect on the Effectiveness of the My-Aset Management Information System (Y) among asset management staff at Universitas Negeri Surabaya.

B. RESEARCH METHOD

This study employs a quantitative approach to examine the causal relationships among the investigated variables through hypothesis testing. A cross-sectional survey design was utilized for data collection. This approach was selected as it enables the simultaneous measurement of the impact of digital literacy, digital competence, and organizational support on the effectiveness of the My-Aset Management Information System at Universitas Negeri Surabaya.

The population in this study comprised 64 asset management staff who actively utilize the My-Aset management information system at both the central and faculty levels of Universitas Negeri Surabaya. Given the relatively small and homogeneous nature of the population, a total population sampling (census) technique was employed, incorporating all 64 individuals as respondents. The inclusion criteria were as follows: (1) serving as asset management staff; (2) having at least three months of experience using the My-Aset management information system; and (3) being actively involved in the asset digitization process within their work unit. Data were collected through a closed-ended online questionnaire administered via Google Forms. All questionnaire items were evaluated using a five-point Likert scale, with a range of values from 1 (Strongly Disagree) to 5 (Strongly Agree). Prior to the primary data collection, validity and reliability tests were conducted to verify that the instrument met standard measurement criteria.

Data analysis was conducted using IBM SPSS Statistics version 25. In the initial stage, descriptive statistics were used to describe the characteristics of the data by calculating the means, standard deviations, and frequency distributions of each variable. Next, before hypothesis testing was performed, a series of classical assumption tests were first conducted to ensure that the prerequisites for regression analysis were met. The classical assumption tests conducted included: a normality test using the Kolmogorov-Smirnov method, a linearity test via scatter plot analysis, a multicollinearity test by examining the Variance Inflation Factor ($VIF < 10$), and a heteroscedasticity test using the Glejser test. Once all classical assumptions were met, inferential analysis was performed using multiple linear regression to test the effects of independent variables, both simultaneously and partially, on the dependent variable at a significance level of 0.05. Partial

hypothesis testing was performed using the t-test, while simultaneous testing used the F-test. The extent to which the independent variables contributed to explaining the variation in the dependent variable was measured using the Coefficient of Determination (R^2).

C. RESULTS AND DISCUSSION

This study examines the influence of digital literacy, digital competence, and organizational support on the effectiveness of the My-Aset management information system. Data were obtained from 64 respondents asset management staff at Universitas Negeri Surabaya. Table 1 presents the demographic profile of the respondents.

Table C. 1 Characteristics Of Respondents

No	Characteristics	N	%
Gender			
1	Male	42	65,6%
2	Female	22	34,4%
Age			
1	20 - 30 Years old	10	15,6%
2	31 - 40 Years old	21	32,8%
3	41 - 50 Years old	27	42,2%
4	Above 50 Years old	6	9,4%
Education			
1	SMA/SMK	11	17,2%
2	Diploma (D3)	1	1,6%
3	S1 / D4	44	68,8%
4	S2	8	12,5%
Employment Status			
1	Permanet Employee	43	67,2%
2	Contract/Other Employee	21	32,8%
Tenure			
1	Less than 1 Year	12	18,8%
2	1 - 2 Year	9	14,1%
3	3 - 4 Year	6	9,4%
4	Above 4 Year	37	57,8%
Duration Of My-Aset Application Use			
1	Less than 3 Months	18	28,1%
2	3 Months - 1 Year	21	32,8%
3	Above 1 Year	25	39,1%
Work Unit			
1	Direktorat Aset	32	50%
2	Direktorat Sumber Daya Manusia	5	7,8%
3	Direktorat Hukum, Ketatalaksanaan, dan RB	3	4,7%

4	Direktorat Humas, Informasi Publik dan Protokoler	3	4,7%
5	Badan Penjaminan Mutu	2	3,1%
6	Direktorat Unesa Global Engagement	2	3,1%
7	Direktorat Keuangan	2	3,1%
8	Fakultas Ketahanan Pangan	2	3,1%
9	Badan Pengawasan Internal	1	1,6%
10	Badan Pengelola Usaha	1	1,6%
11	Bidang I	1	1,6%
12	Bidang II	1	1,6%
13	Bidang III	1	1,6%
14	Direktorat Kemahasiswaan dan Alumni	1	1,6%
15	Direktorat Pencegahan & Penanggulangan ISK	1	1,6%
16	Direktorat Pendidikan dan Transformasi Pendidikan	1	1,6%
17	Direktorat Perencanaan, Pengembangan, & Pelaporan	1	1,6%
18	Sekretariat Rektor	1	1,6%
19	Sekretariat Wakil Rektor Bidang VI	1	1,6%
20	Fakultas Matematika dan Ilmu Pengetahuan Alam	1	1,6%
21	Fakultas Psikologi	1	1,6%
Total		64	100,0%

Source: Author (2026)

As detailed in Table C. 1, the majority of respondents were male (65.6%) and fell within the prime working-age brackets of 41–50 years (42.2%) and 31–40 years (32.8%). Educational attainment was dominated by Bachelor's degree holders (68.8%); regarding work experience, a majority of respondents had worked for more than 4 years (57.8%), with 67.2% holding permanent employee status. Fifty percent of respondents were employees based at the Directorate of Assets, while the remainder were distributed across various faculties and other agencies. This demographic profil ensures a comprehensive representation of My-Aset management information system utilization across both central and unit levels.

As Indicated in Table C. 2, the calculated r-values for all variable measurement items consistantly exceeded the critical R-value of 0.2461. this confirms that every item within the instrument is valid and siitable for use in the research.

Table C. 2 Validity Test Results

Variabel	<i>Corrected item-total correlation tertinggi</i>	<i>Corrected item-total correlation terendah</i>	R Table	Note
Digital Literacy (X1)	0,901 (X1.02)	0,750 (X1.01)	0,2461	Valid
Digital Competence (X2)	0,874 (X2.08)	0,687 (X2.10)	0,2461	Valid
Organizational Support (X3)	0,919 (X3.02 X3.04)	0,678 (X3.10)	0,2461	Valid
System Effectiveness (Y1)	0,958 (Y1.02)	0,931 (Y1.01)	0,2461	Valid

As detailed in Table C. 3, The reliability analysis that all measurement items exhibit strong internal consistency. The Cronbach's Alpha coefficients for every variable consistently exceeded the recommended treshold 0.70 with some even reaching 0.90, this confirming that the instrument is highly reliable and appropriate for subsequent hypothesis testing.

Table C. 3 ReliabilityTest Results

Variabel	<i>Cronbach's Alpha</i>	Keterangan
Digital Literacy (X1)	0,933	Reliabel
Digital Competence (X2)	0,947	Reliabel
Organizational Support (X3)	0,954	Reliabel
System Effectiveness (Y1)	0,962	Reliabel

Source: Author (2026)

Furthermore, the classical assumption tests encompassing normality test, multicollinearity test, and heteroscedasticity test. The results detailed in Table C. 4 for the normality test and Table C. 5 for the multicollinearity test.

Table C. 4 Normality Test Result

Model	Colinearity Statistics	
	Tolerance	VIF
1	Digital Literacy (X1)	.197
	Digital Competence (X2)	.200
	Organizational Support (X3)	.339

Source: Author (2026)

Table C.4 present the results of the normality assesment using the Kolmogorov-Smirnov test. A regression model satisfies the normalty distributed if it has a significance level of more than 5% or 0.05. The analysis yielded an Asym.Sig (2-tailed) value is 0.063. Consequently, the data meet the assumption of normality, confirming that regresion model is approriate for further analysis.

Table C. 5 Multicollinearity Test Result

Variabel	<i>Coefficient B</i>	T	Sig.
(Costant)	2.751	2.453	.017
Digital Literacy (X1)	.228	3.530	.001
Digital Competence (X2)	-.116	-2.332	.023
Organizational Support (X3)	.246	6.269	.000

Source: Author (2026)

Table C. 6 Multiple Linear Regression Analysis Results

Unstandardized Residual		
N		64
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1,45968910
Most Extreme Dfferences	Absolute	.108
	Positive	.108
	Negative	-0.098
Test Statistic		.108
Asymp. Sig. (2-tailed)		.063 ^c

Source: Author (2026)

Table 6 details the outcomes of the multiple linear regression analysis, designating the effectiveness of the My-Aset system (Y) as the dependent variable and three independent variables: digital literacy (X1), digital competence (X2), and organizational support (Y). driven from these statiscical findings, the formulated regression equation (1) is a follows.

$$Y = 2,751 + 0,228X_1 - 0,116X_2 + 0,246X_3 + e \dots\dots\dots(1)$$

Table C. 7 Coefficient of Determination (R²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.866 ^a	0,750	0,738	1,496	0,750	60,063	3	60	0,000

Source: Author (2026)

Table 7 presents The results of the analysis of the coefficient of determination (R²) analysis. Yielding an R square value of 0.452 and adjusted R Square of 0.423.

The testing of the first hypothesis revealed that digital literacy has a positive and significant effect on the effectiveness of the My-Aset Management Information System. This finding aligns with the descriptive analysis, which categorized the respondents' average digital literacy score as high category (4.06), driven primarilly bt the digital operational skills indicator. Employees' ability to access, interpret, and optimize basic information technology features is a fundamental prerequisite for the optimal functioning of information systems. This finding aligns with the research conducted by Nikou et al. (2022) and Makhafola et al. (2025) who asserted that adequate digital literacy is a fundamental prerequisite for the effective utilization of technology, without such skills, a system cannot be fully utilized by its users. Furthermore, the findings of this study are consistent with research from Fauzan & Rosnani (2025) that digital literacy plays a pivotal role in enhancing both work quality and operational effectiveness within educational environments.

Conversely, the testing of the second hypothesis revealed an empirically counterintuitive phenomenon: digital competence has a significant negative effect on system effectiveness. Although the descriptive analyst for digital competence were relatively high (mean = 3.93), an increase in competence actually led to a decline in perceptions of the effectiveness of the My-Aset management system. This phenomenon can be interpreted through the lens of socio-technical theory (Waterson, 2015), which assets that organizational effectiveness can only be achieved through the simultaneous optimization of the social subsystem (human resources) and the technical subsystem (technological infrastructure). Demographically, the majority of respondents were college

graduates (68.8%) with more than four years of work experience (57.8%), indicating a relatively high level of competence and work experience.

During the implementation of the My-Aset management system, although employees possess high technical and cognitive capabilities, they face a number of operational challenges, such as the complexity of asset storage coding and reliance on manual maintenance processes. Highly competent employees tend to have higher expectations for efficiency; when faced with a system perceived as complicating workflows that should be simplified, or one that still requires substantial manual intervention, their perception of the system's effectiveness diminishes. This situation indicates a mismatch between the maturity of human resource capabilities and the maturity of the available system infrastructure.

Testing of the third hypothesis demonstrated that organizational support is the most dominant positive predictor of the effectiveness of the My-Aset system. Respondents identified that the availability of training programs, a conducive work environment, and effective communication from the leadership of the Directorate of Assets significantly contributed to facilitating the adoption of new technology. These findings confirm that institutional support can serve as a factor in reducing the technical barriers perceived by employees. These findings unequivocally confirm that institutional support acts as a crucial mitigating factor against the technical barriers perceived by personnel. This outcome corroborates the study by Liu & Hu (2025), which posits that organizational policies and resource availability facilitating operational effectiveness serve as critical determinants for successful digital transformation within higher education institutions. Collectively, the variables of digital literacy, digital competence, and organizational support account for 75% of the effectiveness of the My-Aset management system at Universitas Negeri Surabaya. This coefficient of determination indicates that the proposed research model possesses robust predictive power in elucidating the dynamics of human resource digital transformation.

The practical implications of this study highlight the necessity of an integrated human resource development approach, one that comprehensively aligns with evaluations of the system's technical readiness. Institutional leaders are advised to comprehensively evaluate the technical aspects of the My-Aset application, particularly its asset coding features. This aims to align the system's functionality with the employees' already relatively high level of competence. Improving the system's effectiveness is not solely determined by individual user capabilities but also by the extent to which the system can accommodate user expertise without creating counterproductive administrative barriers. A limitation of this study lies in its narrow focus on the subjective perceptions of permanent staff. Further research is recommended to integrate objective evaluations of user interface aspects with the system in use, or to adopt a mixed-methods approach to gain a more comprehensive understanding of the mechanisms underlying the negative correlation between digital competence and system effectiveness.

D. CONCLUSION

This study concludes that the digital transformation of the My-Aset management system at Universitas Negeri Surabaya is largely determined by the alignment between human resource capabilities and institutional support. Test results indicate that Digital Literacy and Organizational Support have a positive and significant influence on the effectiveness of the My-Aset Management Information System. Notably, Organizational Support emerged as the most dominant predictive factor, reaffirming that institutional policies, adequate training, and a conducive organizational climate are pivotal for successful system adoption.

However, a critical finding of this study reveals that digital competence has a negative impact on system effectiveness. This indicates that elevated technical expertise among employees can paradoxically diminish their perception of effectiveness if the utilized system is hindered by significant technical constraints, such as convoluted coding features and persistent manual field procedures. The system infrastructure's inability to accommodate users' high levels of competence has the potential to lead to operational inefficiencies and dissatisfaction.

In light of these findings, it is highly recommended that institutional leadership and the Directorate of Assets at Universitas Negeri Surabaya conduct a rigorous technical evaluation of the My-Aset application. Particular emphasis should be placed on streamlining the inventory coding features to enhance their adaptability to user requirements. Furthermore, the current provision of organizational support, delivered through continuous technical assistance, must be sustained. Future studies are encouraged to undertake cross-institutional comparative analyses or employ qualitative methodologies to more deeply explore additional variables influencing system effectiveness from a user experience (UX) perspective.

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